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USING INFORMATIONAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

This article discusses the advantages of using innovative and communicative information technology, which are the main factor in improving the quality of education and foreign language instruction. This article explores current issues of the use of information technology in teaching a foreign language. The introduction of new information technology in the educational process and in teaching a foreign language is an urgent requirement of today. This technology supposes using not only the most modern technical equipment, new forms and methods of teaching, but also a completely new approach to the teaching process, which helps to implement the principle of interactive, communicative-based teaching and provides individualization and differentiation based on features of trainees, their level and inclination.

Keywords: *communicative skills, professional activity, summarization, electronic dictionaries*

Introduction.

The purpose of learning a foreign language at the moment – is the development of communicative skills of the trainees, i.e. practical knowledge of a foreign language. Main purpose of the training is also a foreign language, which makes it suitable for oral and written communication, as in the future professional activity, and to further self-education. In combination with other competencies of foreign language communication competence training in the future will give each of the graduates the opportunity to be successful in the professional field and to fully realize their potential. And the task of the teacher is to educate a person the ability to communicate, to educate themselves. Necessary for the modern process of foreign language teaching is to create optimal conditions in order to make this process meaningful, effective and interesting for students. To this end, teachers use different methods and techniques that help to intensify the work of the students. In this invaluable assistance in this process renders the use of computer technology and Internet resources.[1]

Aim of the study.

Teachers of new generation should be able to select a qualified and apply precisely those technologies that are fully consistent with the content and objectives of study subjects, contribute to the harmonious development of students based on their individual characteristics.

Information technology can be used in:

1. Searching for literature
 - a) Using electronic catalogue;
 - b) The Internet using a browser such as Internet Explorer, etc., different search engines (Yandex.ru, Rambler.ru, Mail.ru, Google.ru, Search.com, Yahoo.com, etc.);
2. Working with literature during summarization note-taking, annotation, citation, etc.;
3. Translating the text, using translation software, using electronic dictionaries;
4. Storing and accumulating data (CD-, DVD- drives, Flash- card);
5. Communicating (Internet, e-mail);
6. Processing and playback of graphics and sound (players Microsoft Media Player, Win Amp, Win DVD, program for viewing images Photo Shop, Corel Draw, a program for creating diagrams, drawings, and charts), creating training and educational films, cartoons, commercials, computer training programs, games, online travel, encyclopedias, etc.;
7. Promotion and implementation of research results (performances in video forums the Internet).[4]

Research methods:

The specificity of the subject foreign language makes possible the use of computer technology in full in almost all these cases.

When teaching grammar is very effective use of charts, tables, graphs, charts, drawings, and different ways of their projections (interactive whiteboard screens of personal computers, the printer is printing. Using computer technology possible in the study of almost any topic. If successful color scheme, using charts and tables, accompanied by voice (examples utterance in a foreign language) material will be perceived more easily and quickly, as will be used most of the receptors. Smaller will be the same amount of time in class, as will eliminate the need of recording material on the board. And with home PCs all training material can be stored on digital media (CD-, DVD- disks, flash- cards) and transferred to a PC. Often there is a problem of "ignorance of writing" of a word, and the use of computer technology this problem is completely eliminated.

The computer can be effectively used for discovering new lexical material, new samples of statements. At the stage of consolidation and application of the generated knowledge and skills, the computer can be used in a wide variety of communicative tasks and situations on the basis of personality characteristics of the students. He can create the optimum conditions for the successful development of the program material, while ensuring adequate and feasible load for all students.

Using Internet resources allows students to bring communication activities to reality, for example, view ads for buying and selling property in the study of the theme of "flat", the choice of a suitable theme for the guided tour "Free time. Travel", etc. Meet and chat in the forums closer to the realities of the country's students studied language and enrich vocabulary idioms, slang expressions, vocabulary of contemporary youth.[8]

Computer widely used as a means of exercising control over the activities of the trainees from the teacher, as well as a means of self-control. Computer testing can be used as a method of final or interim audit. Depending on the capabilities, students can be tested on personal computers in the local school network or the Internet. Fast results with this test allows the instructor to make timely adjustments to the educational process, to prevent lag, work individually with students. Student as it helps to understand what success he has achieved in the study of a foreign language and on what he needs to work harder. Teachers of our department compiled training test items containing a large database, which includes all the main topics of the course of English. Students have a good opportunity to perform these tests in computer classes, both independently and under the supervision of an instructor. This type of work we have practiced in preparation for the exams conducted in the form of computer-based testing, as well as during the preparation of the intermediate state control (ISC). Performing the test yourself, the student can see clearly makes a mistake and correct answers. If the execution of tests carried out under the guidance of a teacher, the student has the opportunity to consult on options for answers in which mistakes were made. Experience with the use of computer technology in the process of preparing for exams and ISC shows that students are much faster and more intelligent learn learning material. Having analyzed the responses of students, the teacher, in turn, sees weaknesses of each student, as well as errors specific to the whole group, allowing you to work differentially, given knowledge of each. Since each student works, as they say "one-on-one with a computer," the teacher an opportunity to see an objective assessment (in points) of the student, which puts the computer. The student also sees a realistic assessment of their knowledge and this sometimes causes him to reconsider their self-esteem. But in this kind of work, there are also disadvantages. Communicating with the computer, the students read the sentence, choose the answer without uttering anything aloud, i.e. speech apparatus in this kind of work becomes passive, which is highly undesirable when learning a foreign language. In this regard, we use this form of work with a computer periodically.[7]

The computer allows the display to present the elements of cross-cultural nature, especially the environment and situation. It is very comfortable for multimedia presentations in Power Point. Application of computer presentations in the classroom allows you to enter a new lexical, grammatical, regional studies material in the most fascinating way, implementing the principle of visibility, which contributes to more lasting learning information. Independent creative work of students to create computer presentations allows you to expand the stock of active vocabulary, increase interest in learning a foreign language and culture.

Teaching English has a program Professor Higgins "English without an accent". It is of great importance teaching phonetics, articulation formation, pronunciation skills, to enhance students' motivation. At the initial stage of teaching, students can both independently and under the guidance of a teacher engaged in perfecting pronunciation, using the section "Phonetics" computer training "Professor Higgins" program. They have an opportunity to write their own speech. Visualization tools as an animation illustrating the movement of the speech organs, and waveforms showing the amplitude of oscillation of sound, allow students to visualize processes that accompany the process of speech production, compare your own pronunciation with the standard based on the comparison of waveforms. When working with patterns a student has the possibility of varying the playback tempo of tongue twisters: slow, moderate, fast. Performing tasks in this section, students significantly increase the pace of his speech and improve pronunciation. Section "Grammar", comprising 130 independent lessons, each of which reflects one of the phenomena of English grammar, the teacher gives an excellent opportunity to organize the students to study, consolidate and control certain grammatical topics. Lessons consist of several types of exercises: Build the proposal; pick the right answer from the data; Put the verb in the correct form, and others performing the exercise, the student can train this rule to check how well he understood it. Read theory corresponding lesson he can by pressing «Theory». In addition a student can use applications, including a summary table times verbs list of irregular verbs, etc. The effectiveness of this computer training program is that the student can test yourself during the exercise. If the answer is correct, the computer will accept it. If the answer is incorrect, the student is given another 2 chances. If he's wrong again, the computer gives a clue. It is also convenient and teacher: one glimpse and he knows how many errors did the student as incorrect suggestions highlighted in other colors. In addition, the teacher will know how many errors the student made .

Sounds, words, phrases, and offers students perceived aurally and visually. This will also have the opportunity to watch on your computer screen for articulatory movements have hearing and the right intonation.[3]

Selection of training programs depends primarily on the current educational material, the level of training of students and their abilities. With the passage of the theme "United Kingdom - the country of the studied language," we use a computer training program "The Royal Family", which provides students with a unique opportunity to learn and improve their English in the society of persons of royal blood - the keepers of ancient traditions and classical literary language. The program provides basic information on the members of the British royal family. Just click one of the photos and the student learns the full name, title, date of birth of the one who is depicted on it. In addition, the program allows you to use a set of tools for presenting information (text, sound, graphics, video). After reviewing the video public speaking Queen, students will witness the most important events in the life of monarchs, be able to see the queen, hear her speak on the classic English. In this program, there is the possibility to use a dictionary, a word processor, reference materials. Students can use a dictionary: words appear on the screen, students can also hear the correct pronunciation of these words in the performance of the speaker and, if necessary, to see the translation.

The main results of the study.

This technology promotes teaching a foreign language with the help of worldwide World Wide Web, which provides great opportunities and services of information and communicative nature. Using Internet resources increases the activity of the students and the teacher's role changes, it increases the level of student's motivation, desire to find himself and explore the necessary information.[4] Thus, the learning process is beyond the time frame of the lesson. Teaching using Internet resources allows communication at different levels: teacher-student, student - student, student - friend, etc. while students have access to an unlimited amount of fresh information and a huge selection. Working alone in the Internet, students improve skills proficiency, develop critical thinking, enhance cognitive independence. Using Internet resources changes the role of the teacher, she becomes a coordinator and consultant. Attention on the formation of tasks based on Internet resources, while in the teaching process are possible if a teacher carefully selects the tasks. Working on the theme "The political system of Kazakhstan," we gave for students such tasks as: to prepare the presentation, "Our President", "The Parliament of Kazakhstan", "Prime Minister of Kazakhstan". The students very seriously prepare for the implementation of this task and try to give a detailed information. It is necessary to note that presentation of the material is interesting. Following these assignments, students gain access to information is not limited in the scope of this tutorial text. They seek, learn, analyze, compare, make certain conclusions, working with Internet materials, which are mainly presented in English.

When planning to use educational software and multimedia tools in study of a foreign language as well as other disciplines, it is necessary to consider the following aspects:

- How will the program on students' motivation, their attitude towards the subject, increase or decrease the interest in it (for example, due to the difficult, unclear formulated requirements of the training program);
- How the program meets the general thrust of the course;
- Does the program promotes better absorption of the material, whether justified the choice of the proposed tasks, whether methodically supplied material;
- Whether rationally designed using computer classes and new information technologies, provided there is enough time to perform independent work;
- Do all students have the skills and abilities of your computer.[5]

Conclusion.

A common mistake when using computer technology in the learning process is permanent seat trainees at the computer. Need a variety of forms of educational activities. This front and work on updating knowledge, and group or pair work students on mastering specific skills training, and educational games, oral and written assignments . All of them should be arranged so that the computer does not become an end in itself, but merely a logical and very effective complement to the educational process.

Need to introduce new information technology throughout the education system and foreign language teaching in particular - is a pressing demand today. Here we have in mind not only the most modern technical equipment and new forms and methods of teaching, but also a completely new approach to the learning process, which helps to implement the principle of interactive, communicative- based learning provides individualization and differentiation based on features of trainees, their level and inclination.

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ШЕТ ТІЛІ САБАҒЫНДА АҚПАРАТТЫҚ ТЕХНОЛОГИЯЛЫҚ ӘДІСТІ ҚОЛДАНУ

Түйін: Бұл мақалада шет тілін оқытуда ақпараттық-технологияларды қолданудың маңызды сұрақтары қарастырылады. Шет тілін оқыту жүйесі мен оқу үрдісіне жаңа ақпараттық-технологияны енгізу бүгінгі күннің маңызды талабы болып табылады. Білім беру үрдісінде жаңа ақпараттық-коммуникациялық технологияларды қолдану мәселесі өзекті мәселелердің қатарынан орын алуда. Шетел тілін оқытудың мақсаты субъектінің мәдениетаралық қарым-қатынас біліктілігін қалыптастыру десек, онда сол шетел тілін оқытуда жаңа ақпараттық-коммуникациялық технологияларды қолдану шетел тілін оқытудың мақсатынан туындап отырған қажеттілік болмақ. Қорыта айтқанда, ақпараттық - коммуникациялық технологияларды сабақта қолдану - бұл оның нәтижелігіне қолайлы жағдайды жасаудың бірден – бір жолы, ал ол өз кезегінде бірлесе жұмыс жасауға, адами қарым – қатынастарға себепкер болады.

Түйінді сөздер: коммуникативті дағдылар, кәсіби қызметі, синтез, электрондық сөздіктер

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННОЙ ТЕХНОЛОГИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Резюме: В этой статье рассматриваются актуальные вопросы использования информационной технологии в обучении иностранному языку. Введение новых информационных технологий в учебный процесс и в систему обучения иностранному языку является неотложным требованием сегодняшнего дня. В данной статье рассматриваются преимущества применения инновационно-коммуникативной информационной технологии, являющиеся основным фактором повышения качества образования и обучения иностранным языкам. Применение этой технологий предполагает использование не только современного технического оборудования, новых форм и методов обучения, но также требует абсолютно нового подхода к процессу обучения, который помогает осуществить принцип интерактивного, коммуникативно – ориентированного обучения и обеспечивает индивидуализацию и дифференцирование, основанное на особенностях стажеров, их уровня и склонности.

Ключевые слова: коммуникативные навыки, профессиональная деятельность, обобщение, электронные словари